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ABSTRACT

The administrative component and the following seven projects were described and evaluated: (1) Career Preparation for the Trucking Industry, which provided a combination of training for truck driving with preparation for a high school equivalency examination to 135 high-school dropouts; (2) Diagnosis and Special Instruction in Reading, which served in a clinic setting 150 children who were more than 2 years retarded in reading; (3) South Jamaica Improvement and Academic Center, which allowed 80 children to participate in a cultural enrichment program stressing African and black literature and culture; (4) Performing Arts Workshop of South Jamaica, which provided preschool and school children, dropouts, and young adults specialized training and performance experiences in all phases of art; (5) Guidance Reinforcement, which rendered guidance and counseling services to selected elementary and junior high school students; (6) Communication Skills and Dissemination of Community Information, which taught 25 teenage student-aides the fundamentals of journalism; and (7) Community Project in Black History, which focused on black studies and culture, tained 150 children in basic reading, and tried to foster individual artistic interests. Strengths and weaknesses of each project and improvement recommendations are also reported. Tables are included. (AW)

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
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ED 059018

EVALUATION OF STATE URBAN EDUCATION PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

Joseph Justman, Director

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EVALUATION OF STATE URBAN EDUCATION C.E.C. PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

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JOSEPH JUSTMAN, DIRECTOR

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A long list of representatives of the schools in District 28 contributed to the findings presented in these reports; District Coordinators, Program Coordinators, Principals, Teachers, Paraprofessionals, and Students. To all of them, our gratitude for their patience and cooperation.

The Evaluation Team

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FORDHAM UNIVERSITY
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EVALUATION OF STATE URBAN EDUCATION C.E.C. PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"ADMINISTRATIVE COMPONENT"

Prepared by

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An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

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EVALUATION OF STATE URBAN C.E.C. PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"ADMINISTRATIVE COMPONENT"

I. INTRODUCTION

Four State Urban Education C.E.C. projects are currently in operation in District 28. Included among these is a project for Career Preparation for the Trucking Industry, in which approximately sixty high school dropouts are provided with academic preparation, classroom and practical driver training, and community service experience which will qualify them for a job in the trucking industry. A project coordinator, five teachers, a clerk, a community liason worker, and sixty student aides comprise this project staff.

A second C.E.C. project offers school-time and summer Diagnostic and Corrective Reading instruction to students in grades one through five of the district. This project has the services of a director, three corrective reading teachers, two social workers, two psychologists, one psychiatrist, and ten community education trainers. The third program, a school-time and summer project for Guidance Reinforcement, employs five counselors and eighteen community education trainers to work with district children who are in need of intensive individualized counseling, group counseling, or occupational information. In a recent modification, college students have been participating in informal guidance sessions.

The fourth program, the Administrative Component, is the subject of this evaluation.

Four other C.E.C. projects, a South Jamaica Improvement and Academic Center, a Performing Arts Workshop, a Community Project in Black History, and a Communication Skills program have all been dropped for lack of funds or other reasons. These would have provided scholastic and cultural growth opportunities for the young people in this area.

II. PROGRAM OBJECTIVES

The following program objectives were cited by the District in its request for funding:

1. To provide for the personnel and services needed for the planning, implementation, and supervision of State Urban Education Programs.

2. To coordinate the activities of all participating groups (professional staff, participating schools, community groups, vendors, and central Board of Education).

III. EVALUATION OBJECTIVES AND PROCEDURES

The objectives of the evaluative study that was undertaken paralleled the program objectives, and may be stated as follows:

1. Determination of the extent to which personnel and services were provided for planning, implementation, supervision, and coordination of the program.

2. Determination of the adequacy of personnel and services in planning, implementation, supervision, and coordination of the program.

The procedures utilized in this evaluation of the Administrative Component included:

1. Interviews with the Acting Director of the program, other involved District personnel and program evaluators with regard to personnel and services.

2. Analysis of program and personnel records.

3. Examination of communication media in use in the program.

IV. PROGRAM IMPLEMENTATION

The programs now in operation were implemented by the State Urban Education C.E.C. Coordinator, who has since been transferred to a District office. His position is now filled by the former Assistant Director of Projects, who now holds the title of Acting Director. Since the position of Assistant Director is now unfilled, those duties of evaluation and coordination which the Assistant Director whould have performed have been delegated to the coordinators of the individual projects and to the Community Liaison Committee.

The C.E.C. director works in cooperation with the Community School Board and with the Community Education Advisory Committee. The latter group is scheduled to meet in June to consider plans for next year. A Community Liaison Group is also functioning in the District. The purpose of this group is to ascertain community needs, to visit C.E.C. projects, and to make recommendations to the Advisory Committee and the Acting Director on the State Urban Education C.E.C. program.

Most of the problems encountered in the implementation of the program may be traced to the current budgetary crisis in New York State. Some specific areas in which the cut in funds have been felt were cited by the Acting Director: important office equipment, such as an adding machine, could not be purchased for the administrator's office; a script typewriter needed for use in the reading program could not be ordered; attendance of project personnel at professional conferences was halted; the number of students enrolled in the trucking industry program was reduced. In addition, budget cuts mandated by the State Education Department presented important modifications in on-going programs.

V. PROGRAM EFFECTIVENESS

Another major problem centers about the need for appointment of a permanent Director and a new Assistant Director to the Administrative Component. Those activities which would have been carried out and/or coordinated by the assistant director have been spread among the other project components. This temporary readjustment has undoubtedly affected the efficiency with which the implementation of the District's program was effected. Although the evaluator was impressed by the concerned leadership shown by the Acting Director, the present administrative structure, which spreads responsibility, is unsound.

Among the major strengths of the program is the degree of communication that has been achieved. Information about the various projects is effectively communicated in a number of ways. A comprehensive Newsletter (Vol II., #8 of which was recently published) is distributed throughout

the district. In addition, a Breakfast Club meets once a month to discuss project and district concerns. Other sources of information include minutes of meetings, progress reports of coordinators, and records of State Education Department visits. These and other records are housed in the Director's office. Those files on projects and personnel are exceptionally well-organized and maintained. The extensive records that are available, the on-site visitation program, and the unique breakfast meetings enable program personnel and recipients of services to anticipate problems and to prevent difficulties that might arise out of misunderstanding and misinformation.

VI. RECOMMENDATIONS

So that the State Urban Education C.E.C. program in District 28 will be able to function at its highest level of efficiency and effectiveness, it is recommended that:

1. A Director of the program, with full responsibility and authority, be assigned as soon as possible.

2. An Assistant Director be assigned before the beginning of the next school year.

3. The recently formed Advisory Committee meet on a regular basis for the purpose of program advisement. Members of the Advisory Committee should, as one of their duties, visit programs in operation.

4. More file space be made available for the extensive records housed in the office of the Director.

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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"CAREER PREPARATION FOR THE TRUCKING INDUSTRY"

Prepared By

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Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"CAREER PREPARATION FOR THE TRUCKING INDUSTRY"

I. INTRODUCTION

The program of Career Preparation for the Trucking Industry organized in District 28 provided a unique combination of training for a specific job in industry with preparation for a high school equivalency examination.

Under this career training program, high school dropouts of at least 19 years of age who resided in the target area were sought through referrals from schools, parole officers, and community agencies. A total of 135 young men participated in the three groups organized during the year. A project coordinator, four teachers, one clerk and one community liason worker were assigned to the program. Automotive and commercial trucking equipment and facilities were obtained; educational materials were purchased as needed. Intensive academic preparation, classroom and practical driver training, and community service were integrated in the program.

II. PROGRAM OBJECTIVES

The program of Career Preparation for the Trucking Industry had two major goals:

1. To prepare participants to acquire their High School Equivalency diplomas; and
2. To prepare participants to acquire New York State classified chauffeur's licenses.

III. EVALUATION PROCEDURES

This evaluation was undertaken with the specific objective of determining the extent to which the program attained its stated objectives. Several approaches were utilized:

1. Observation - on-site observations were conducted of the instructional procedures utilized in the truck driving classes and in the high school equivalency classes.

2. Analysis of records - available records were analyzed to determine attendance patterns, achievement in high school equivalency groups, Class I, II, and III licenses issued, and job placement.

3. Interviews - The Assistant Director of the CEC programs in the District, the project coordinator, the instructors in the truck driving courses, the high school equivalency team, and a group of approximately 40 students were interviewed.

IV. PROGRAM IMPLEMENTATION

Staff. During the first cycle, which ended July 2, 1971, the staff, as described in the proposal, were employed and carried out their prescribed duties. At the end of this first cycle, however, funds were cut, making it necessary to eliminate fully one-half of the instructors, and more than one-half of students. It was also necessary to reduce the number of vehicles available to students for training.

As one would expect, these cut-backs had severe negative effects on the program. There was a marked increase in the drop-out rate

of students. Too many of the participants, who had already experienced failure in school and in the job world, found themselves once again in a situation where they had to wait too long for their turn at the wheel, and too long for individual help in the high school equivalency classes.

The remaining staff members redoubled their efforts to make the program succeed. Insturctors in driver training and high school equivalency groups recast their plans to utilize time and material as efficiently as possible. The project director followed through on promising students when they were absent. As a result of the coordinator's personal support and encouragement, many of these potential drop-outs returned and finished the training program.

Activities: Truck Driver Training. In the initial sessions, the students were given an overview of the training program. Study material, designed to prepare them for the written tests for Class I permits, were distributed.

The students were taught the skills needed to complete application forms for driving permits, and for studying the required question and answer sheets. Classroom lessons were devoted to the driver's and chauffeur's manuals. All of the students took the written tests given at the Department of Motor Vehicles. Approximately 90 per cent of the students passed the examination at the first sitting; the remaining 10 per cent passed a few days later, after additional individual tutoring.

In order to facilitate instruction, the students were grouped for driver training; three groups were organized:

(1) Men without previous driving experience. These men were given lessons on automatic shift cars, and taught basic driving skills, including defensive driving techniques.

(2) Men with previous driving experience on automatic shift cars were taught to drive Class III trucks.

(3) Men with previous driving experience on standard shift cars and small trucks were given instruction in driving Class I tractor trailers.

Instruction was given on the road, in traffic and under varying weather conditions. A wide range of special skills were taught: straight driving, right and left turns, straight backing, parallel parking, hooking and unhooking the vehicle, tilting the cab, etc. Defensive driving was considered an essential element in the instructional program. A simulated road test was given in preparation for the test required by the Department of Motor Vehicles.

A sample of one of the logs kept by the instructor is indicative of the type of training given:

Date	No. of Students	Activity
4/5 A.M.	6	Simulated road test, Class I
P.M.	4	Same
4/6 A.M.	7	Same
P.M.	3	On the road practice; right and left turns, down shifting, straight backing, parallel parking, Class I
4/7 A.M.	2	Abnormal absence due to weather. Over the road driving in snow and rain to Mineola and back; traffic driving and down shifting
P.M.	4	Simulated road test, Class I. Alley docking, on good side and blind side
4/8 A.M.	7	Practiced road test procedure, Class I
P.M.	4	Same

Classroom work was offered concurrently, and included safety, defensive driving habits, map reading, first aid, record and log maintenance, bills of lading, general traffic information.

Activities: High School Equivalency. The basic content in English and mathematics covered on the high school equivalency test was taught. Instructors made a special effort to develop understanding of what was discussed in class. They prepared a wide range of mimeographed materials incorporating examples more relevant to the lines of their students than were to be found in the usual commercially available high school equivalency material. Every opportunity was taken to relate skills in mathematics and English to tasks and experiences that were important to the students. Thus, lessons dealt with applications for Social Security cards, the use of credit cards, and the like. In addition, newspapers, paperbacks, and books about Black history, culture and leaders were used in teaching. Practice was given in test-taking.

A typical week's program is given in the following log. There were approximately 15 students in each group.

Date	Activity
5/18	Group I - 1. Spelling Test - 20 words 2. Grammar 3. Mathematics - Per Cent + Profit + Loss
	Group II - Mathematics English "Using the Dictionary" Spelling Test Profit + Loss

Date	Activity
5/19	Group I - 1. Mathematics - Per Cent - Homework 2. English - Word Families Group II - Students worked independently from workbooks P.M. - Prepare time sheets for student's payroll (Teacher)
5/20	Group I - 1. Vocabulary Test - 25 words 2. Reading - "Selecting Important Ideas" 3. Mathematics - Interest Group II - Vocabulary Test English - Parts of Speech Received free materials ordered from N.Y. Better Business Bureau
5/21	Group I - Math-Interest Spelling-Dropping Final "E" Group II - Mathematics English- Parts of Speech Students asked "not" to remove magazine,books, and pamphlets from room placed on the book stand in room by teacher.

Activities: Cultural and Community. In addition to training in truck driving and in preparation for the high school equivalency test, the program sought to provide, to the extent that the budget would permit, a series of enrichment activities. Local community and civic leaders were invited to speak to the students on community problems; students were encouraged to ask questions. As a result of these sessions, many of the students expressed an interest in voting for the first time.

As part of this aspect of the program, too, regular visits were made to the public library. Students were helped to find books which were of interest to them, and were introduced to effective use of the library.

In one very interesting session, a representative of the New York Times led a discussion of "how to read a newspaper." This session generated considerable student participation; the instructors report that newspaper reading had increased.

Attendance at the Broadway play, Purlie, was the highlight of these activities; students were asked to pay half of the admission fee, with the project assuming the other half of the cost. To many of the participants, this was their first contact with a professionally produced play.

The interest engendered by this aspect of the program may be seen in the fact that 15 students volunteered to accompany staff members to Albany when project funding was under consideration.

Facilities: Driver Training. One field facility was located behind the CEC office which provided a large paved space with painted lines for practical driver training practice. In another location near the Woodrow Wilson High School, a space has been designated for giving the State Examinations. Driver training areas throughout the community were designated for use according to the different driving skills of the learner. The Coordinator's knowledge of the community and his sensitivity to the fact that the learner would be more secure, in beginning stages of his learning, in neighborhood areas with which he was familiar, was a tremendous advantage.

Facilities: High School Equivalency. This component of the program was located in Woodrow Wilson Vocational High School. Four large classrooms, one of which was a science laboratory, were available to the program.

Materials: Driver Training. Equipment available for instructional purposes included cars, small trucks, tractor trailers, and buses. Written materials prepared by the Department of Motor Vehicles and commercial materials, such as the Smith System, prepared by the Driver Improvement Institute and Defensive Driving, prepared by the National Safety Council, were available to students.

Materials: High School Equivalency. Materials developed by Educational Development Laboratory (EDL) are in use, as well as a wealth of mimeographed materials, printed high school equivalency materials, newspapers, magazines, and literature about Black Americans.

Changes in Program Direction. As noted above, the severe budget cuts at the end of the first cycle made it necessary to reduce staff and to reduce the number of vehicles available for training purposes. As a result, the degree to which instruction could be individualized was affected; this, in turn, made it necessary to provide for a longer total period of instructional time.

It was found that the originally envisaged two-month period set aside for an instructional cycle was much too short, if many of the participants were to be given a genuine opportunity to achieve the goals of the program. Many of the students had not been employed for several years, and needed time to adjust to being part of any organized program. Some were on parole, and had virtually given up on any program that society offered to them. Some were using drugs to a greater or lesser degree, and needed time to overcome their dependence.

In the high school equivalency aspect of the program, the allotted time also proved to be too short for most of the students. When one considers their long history of school failure, it is not surprising that many of the students were unable to stand the rigors of a full four day program, and dropped out. Yet, some sought to return, and the staff felt that to deny them this privilege because of an inflexible time schedule would defeat the goals of the program.

Accordingly, instead of following the cycle arrangement originally set, the project coordinator admitted as many students as could be accomodated at any one point in time, including students who had dropped out and sought permission to reenter the program. Moreover, students who had earned their Class I licenses, but who felt that they needed more time to earn their high school equivalency diploma, were permitted to continue in this phase of the program.

V. PROGRAM EFFECTIVENESS

Although the cycle arrangement was not followed in the later stages of the program, three separate groups of students may be identified. The first group consisted of 60 students. Thirty-five of these students officially dropped out during the training period; 25 completed the program. However, of the 25 students who completed the program, 24 obtained Class I licenses. In addition, two students obtained Class II licenses and 13 Class III licenses. Eighteen of these students are known to have been placed in jobs. While the drop-out rate seems to be extremely high, it should be noted that for some of the drop-outs, the program served as a refresher course; some of these students had obtained a license prior to leaving the program and some had found a job utilizing the license that had been issued.

In the second group, which included 32 students, 11 dropped out. Of the remaining 21 students, 12 obtained Class I licenses and four obtained Class III licenses.

The third group enrolled 43 students, and was still in process when this report was written. There are now 27 active participants.

Twelve of the drop-outs from the program do hold at least one of the three licenses, and three are known to be employed. It should be noted that information concerning employment is not complete; the staff of the program have no facilities for follow-up work, and data concerning employment must be volunteered by former students.

It would appear, then, that a minimum of 48 students have obtained at least one of the three licenses. This represents slightly more than one-half of those who enrolled in the program. In view of the previous background of the persons served by the project, this may be considered an enviable record.

Unfortunately, no data are available concerning student success on the high school equivalency examination. No formal procedure has been developed for making these data available to project personnel.

It is quite evident that the students who remained with the program were highly motivated. This is seen in their fine record of attendance. Fully 95 per cent of the stable students attended at least 85 per cent of the sessions of the program.

The evaluator was impressed by the quality of instruction and the enthusiasm of the staff. The usual inattention and poor discipline normally characteristic of potential drop-outs in a high school class were not to be seen. Seriousness of purpose and a high level of motivation were obvious features of the program.

Excellent pupil-teacher rapport was achieved. Time and time again, the students, in interviews, reported that their teachers "care about me."

VI. PROGRAM STRENGTHS AND WEAKNESSES

Strengths

1. The high level of administrative leadership on the part of the project coordinator, and the interest, enthusiasm and ability of all project personnel.

2. The excellent organization and high quality of activities, equipment and materials in use.

3. The pervading interest in, and genuine concern for the students on the part of the staff, who treat the students as adult men, and delegate to them important responsibilities of the program. Problems which arise also, are handled on an adult-to-adult level.

4. The inclusion in the program, and the rehabilitation of a significant number of students who had previously been involved in petty crimes, alcoholism, and drug addiction.

Weaknesses

1. The lack of individualized guidance and remedial services for some students.

2. The isolation of students enrolled in the H.S. Equivalency phase of the project from other students in the high school - some informal or formal integration of these students with others may be of benefit to those students who have lost contact with their peer group.

3. Lack of a job placement service which focuses on the special needs of these students, staffed by people experienced in placement of such young men with bussing and trucking concerns.

4. Too much of the coordinator's time was given to following through on payments of bills and stipend checks.

5. Lack of effective communication or job placement and passing of high school equivalency examinations.

VII. RECOMMENDATIONS

This program of Career Preparation for the Trucking Industry should be recycled. It has amply demonstrated its effectiveness in reaching and rehabilitating inner-city drop-outs. Some recommendations are offered for consideration by the District:

1. The budget cuts, which resulted in a reduction in the number of students who could be serviced, should be restored.

2. An adequate guidance staff should be made available to the program.

3. A staff member whose major responsibility is job placement should be provided.

4. Arrangements should be made for liaison between the State Education Department and the project staff concerning results on high school equivalency tests.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"DIAGNOSIS AND SPECIAL INSTRUCTION IN READING"

Prepared by

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Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

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DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"DIAGNOSIS AND SPECIAL INSTRUCTION IN READING"

I. INTRODUCTION

One of the Urban Education CEC programs conducted in 1970-1971 in District 28 was the project entitled Diagnosis and Special (Corrective) Instruction in Reading. The first part of this program, the Summer Reading Program, was initiated in the summer of 1970. The original plan was to service elementary and intermediate schools in the district, but this plan had to be altered because of heavy enrollment in the lower grades and budget cuts.

P.S. 80 was selected as the operational site and a clinical approach to corrective instruction was initiated. This project planned to service approximately 150 children in grades 1-5 during a six week period from July 6 through August 14, 1970. Children who were two or more years retarded in reading and/or who were recommended by their school were accepted.

The second part of the project was initiated in the Fall of 1970. Again, a clinical approach to the correction of reading was designed, and children two or more years retarded in reading were admitted. Four schools were selected as target schools, P.S. 30, P.S. 80, P.S. 140, and P.S. 160. The program began operation in September 1970.

A. The Summer Reading Program

1. Staffing - The personnel consisted of:

1 Teacher in Charge
8 Teachers, including 6 reading teachers, 1 speech arts teacher, and 1 Black History teacher
1 Librarian
1 Psychologist
12 Community Education Trainers
4 Student Aides
1 School Secretary

2. Program - The summer reading continuation program was a departmental program utilizing 5 reading areas:

Educational Developmental Laboratories
Language Arts
Speech Arts
Black History
Library

3. Students - Principals in District 28 were apprised of the Summer Reading Program so that children two or more years retarded in reading were recommended. Parents in the community were invited to bring their children. A total of 125 students were registered for the program; others were put on a waiting list.

4. Duration - The program was in effect from July 6 to August 14, 1970.

5. Activities - Pupils were asked to bring a notebook and pencil each day but were supplied with text books, rexagraphed materials. Homework was sometimes given in the form of a written assignment or a T.V. assignment. Films were obtained from the New York Public Library and the Bell Telephone Company and were shown in the school library. A visitor from Nigeria was videotaped and his lecture was recorded. Special materials were obtained from EDL laboratories for testing and use by the children. Visitors and a Book Fair also added to the enrichment.

B. The School Year Program

1. Staffing - The personnel consisted of:

1 Project Coordinator
3 Corrective Reading Teachers
13 Community Education Trainers
2 Social Workers
2 Psychologists
1 Part-time Psychiatrist
1 Neurologist, who could not be budgeted, but who did contribute to the program by continuing to examine and diagnose gratis.

2. Operation Hours - This was a full time, five day a week program that was used in four target schools with P.S. 30, and P.S. 140 having the program on a part-time basis, and P.S. 80 and P.S. 160 on a full-day basis five times a week. The full school year was used for the services.

3. Students - The program serviced approximately 175 children. The number fluctuated because as children reached grade level they were replaced by other children in need of corrective reading services. Discharged children were also replaced. Children retarded in reading by two or more years were candidates for the class.

4. Program - The approach to the program was a clinical one; it was based on supportive team cooperation by the personnel in the team. Professionals and CET's worked as one unit for the child's benefit. The findings of each member of the team were given strength and vitality because of the insight of each team member and because all had a voice in the operations and content of the program.

In addition, parents were brought into this program from a very practical point of view. Their permission was needed for the child to enroll in the program; in addition, because various

specialized examinations were administered (medical, neurological, psychological and possibly psychiatric, if required) parents had to consent to their use. However, a more salutory approach was sought in the parent involvement. The approach to the parents was made by the CET's and the Social Worker, who talked to parents as a parent, and as a member of the community who knows the community's problems, and who could be sympathetic to the parents' current problems.

The clinical approach to the corrective reading instruction caused the team to function as a team within a team. For example, the psychologist and the psychiatrist and social worker coordinated their services, each member preparing the ground for the other, then presenting their findings to the other members of the team. The Corrective Reading Teacher and the paraprofessionals coordinated their plans, based on the findings of the psychologist and/or psychiatrist. Then, again, the whole team would meet to get new information from each other, evaluate the child's progress, so that new insights were gained by each member of the team at each team meeting.

II. PROGRAM OBJECTIVES

The objectives for both summer and the fall programs for the Diagnostic and Specialized Instruction in Reading were identical. The differences between the two programs were to be found in the content and in the implementation.

The aims were:

1. To diagnose specific learning disabilities of selected children in grades 1-5.

2. To improve the reading of participating pupils through a program of remediation.

3. To motivate children to form positive attitudes toward reading through successful experiences.

4. To provide a flexible, multi-level, multi-modal communication skills program through equipment and materials developed by Educational Development Laboratory (EDL).

5. To provide individualized and small group instruction within the carefully planned sequence of activities.

III. EVALUATION PROCEDURES

In order to evaluate the achievement of the Diagnosis and Special (Corrective) Instruction in Reading program it was necessary to consider several aspects.

1. Summer Reading Program

Since the Summer Reading Program had been completed before the Fall program went into action and since it was not evaluated during the summer, information was obtained from the master file in the Project Director's office, and through interviews with the Project Director. Children's folders were spot checked and related records were studied. The structure of the Summer Reading Program was examined and a summary based on these findings was completed.

2. The School Year Program

To assess the progress of this program the following procedures were utilized:

a. Observation - The 4 target schools were visited to observe the staffing, materials and equipment, facilities, records, record-keeping

and the program in action.

b. Interviews - The following people were interviewed by the evaluator: Project Director, Corrective Reading Teachers, CET's, Social Workers, Psychologists and children in the program.

c. Records and record keeping techniques were checked.

d. Test Analysis - Children's performance on Current MAT's was compared with their past performance to determine the gains made.

e. Analysis of Attendance - Children's attendance from October through May was reviewed to note change effected in attendance and attitude.

f. Review of Summary Data - Term summaries denoting physical and psychological status were reviewed.

g. Questionnaires - administered to CRT's and CET's.

IV. PROGRAM IMPLEMENTATION

Various types of rooms were used as laboratories in the reading program. One principal gave up his office, two other principals supplied classrooms and one principal supplied a small office because there was no other physical space available.

EDL equipment was found in excellent condition and quantity in every room. Charts, books, workbooks, rexagraphed materials were in full use. Enrichment materials which indicated that children had had art or dramatic experiences or poetry sessions where creative expression was developed were common.

The rooms were attractive functional workshops. Children who came to the rooms had a purpose and got to work immediately because challenging materials were waiting for them. Not only were the materials challenging and interesting but the CRT's and the CET's met the children

warmly with personal greetings and interest in their contributions. The look of happy recognition on the children's faces when they saw their CRT or CET waiting for them was indicative of the wholesome atmosphere that existed. There was no tension, no scolding, no deprecation, just a happy personalized working environment in which the child did his or her best. There was no evidence of disorder, reluctance to work or careless use of materials.

The rapport that existed between child and adult was also seen between CRT and CET. It appeared that each person knew what he was about and efficient performance was the rule.

The period began with conversation, presentation of the day's work, and it ended with review of new work, planning for next day, and commendation of the child's efforts. Occasionally, games were played or drill was given in the form of a game. Creative writing in the form of preparation of a published booklet was a form of enrichment and recognition for the pupils.

Instruction was given in the following areas:

a. Word Work: recognition, analysis, comprehension, phrase work

b. Oral Reading: mechanics, comprehension, expression, accuracy

c. Silent Reading: mechanics, speed, comprehension, drill

d. Study skills: Word attack, phonics, grammar, rule, application

Since instruction was individual or directed to small groups, there was time to check all of the work performed by the child. His errors were discussed until he saw what was correct or until he understood the concept.

Records and children's folders were spot checked and they showed regular entries pertaining to the child's progress and needs. Records in the Project Director's master file showed that children had received prescribed and pertinent tests and examinations according to the needs of the child. The child's progress (emotional, physical and mental) was recorded with the recommendations made by the team members. There were evaluations of each child in the program. The folders showed that all assistance given the child was given in depth, was related to his achievement level, and was in accordance with his needs. Review of the children's work indicated that they did understand what they were doing.

Attendance at a Team Meeting with the CRT, CET'S, Social Worker and Psychologist demonstrated the sharing of information about children who needed special help.

Instruction was given in various ways:

a. Individualized instruction where the CRT or CET worked with the child on his diagnosed problems

b. Instruction was given by the CRT or CET in a situation involving a common problem

c. Small group instruction was given when EDL materials were used or where children on a common grade level were using workbooks, texts, rexagraphed materials, charts, or games. At all times the materials were used in accordance with the individual or group needs of the pupils. During each period the materials, whether used for new instruction or drill or review of testing, were planned to give the child a feeling of success. The materials selected by the CRT were the result of planning for the child with the CET and the diagnostic assistance given the teacher by the psychologist and social worker. Constant evaluation of each session and planning for the next session was the rule, so that record keeping was an on-going process.

The clinical approach to the diagnosis and instruction in reading was based on a coordinated and synchronized approach to remediation by each member of the team. Each member supported the other and all combined their efforts and insight to help the child.

The dynamic aspect of the program was given impetus by the project director. Her vision of a clinical approach to diagnosis and special corrective instruction in reading was translated into a functioning reality. She defined the objectives of the program, defined the roles of the team, determined the procedures, selected the personnel, and guided the implementation and evaluation of the program. Through ongoing evaluations, conferences, training sessions, active involvement of each member of the team in development of new patterns and techniques was established. The project director structured the plans for diagnostic and evaluative record keeping for each team member, and then she collated the material for the master file. She supervised every aspect of the program utilizing the team approach to change or revise method or technique. The project director provided outstanding leadership for the program.

The Corrective Reading Teachers in the program had an average of 12 years of teaching experience. All had Master's degrees and had specialized in the teaching of reading; consequently, they brought a wealth of knowledge of techniques and materials to the program. The CRT's had the responsibility for setting up a remedial reading program for each child, based on the child's unique level of performance and on the diagnostic data presented by the social worker and the psychologist. It was their duty to create an environment in which the child felt accepted, encouraged, and rewarded for his efforts. The Teacher had to set the scene for good communication between the child and the staff.

The CRT had to train the CET to function in the classroom, plan daily with the CET, guide and supervise her work. The CRT selected the material for each child and evaluated the child's progress. At Team Meetings, the CRT presented the child's reading progress or problems for consideration.

The psychologist was responsible for the testing, diagnosis, and evaluation of the child's mental, physical and emotional problems that led to his poor performance in reading. The psychologist prepared an analysis of each child in the program, based on information gathered from the classroom teacher, the corrective reading teacher, the social worker the psychiatrist or neurologist, and the school nurse or doctor. His conclusions then served as a basis for the development of the remedial program offered the child. When necessary the psychologist, the psychiatrist, and social worker consulted to devise a program of psychotherapy to meet the child's needs. The psychologist interpreted the child's perceptive and emotional problems to the corrective reading teacher, and was responsible for recommending the child to the psychiatrist for treatment when it seemed necessary.

The psychiatrist was responsible for the evaluation and treatment of the child's psychiatric problems. Following a psychiatric evaluation of the pupil with the parent present, he revealed the child's needs to the psychologist and the social worker. Upon request, the psychiatrist met with the entire team to interpret the child's needs and offer guidance to the group.

The Social Worker had the responsibility for preparing the social data on each child. This information was kept in individual clinical folders for each pupil. The Social Worker oriented the parents to the special services the child was receiving. She made appointments for parents at various agencies that supplied particular services, and for them to be present during psychological or psychiatristic sessions.

The Social Worker followed through on appointments made for children or parents with the school nurse, doctor, psychologist, or psychiatrist to avoid waste of professional time. She prepared the data required by the psychologist or psychiatrist, and then prepared reports based on the psychological findings. She collated all the information in each child's folder. At Team Meetings she presented the findings to the group. During the term both psychologist and social worker checked their individual cases to see that the recommendations were carried out. The Social Worker also prepared a summary of the pupil's environmental setting and academic achievement. As another important aspect of her work, the Social Worker approached the parents as a member of the community who was aware and sympathetic to the problems of her neighbors. She frequently went out of her way to obtain special services for the parents.

The neurologist, who donated his services gratis, examined the children recommended to him by the psychologist and prescribed further action for the child.

Community Education Trainers (CET'S)

The CET'S or paraprofessionals served in various capacities. Some of the services performed were:

Teaching individual children and small groups

Drilling on concepts (review)

Using mechanical aids with individuals and small groups

Recording children's progress

Delivering, setting up, and operating mechanical aids

Holding conferences with the CRT

Attending Training Sessions

Taking care of supplies

Keeping order

Picking up children before session and delivering them after the session

Working with the social worker in maintaining and filing records of pupils

Going on home visits

Clerical classroom work - test, scoring, correcting work

Taking class attendance

The most unique contribution of the CET, which does not appear on the above list, is the home visits they made.

V. PROGRAM EFFECTIVENESS

Corrective Reading Teachers. The teachers that were observed had an average of 12 years of teaching experience and had all obtained a Master's degree, with specialization in reading. Observation of their performance in the classroom revealed that they were master teachers. Their specialized skills were especially apparent in their

1. Organization of the classroom as a learning laboratory
2. Appraisal and use of EDL and other materials, and mechanical aids
3. Professional planning for individualized instruction
4. Training of CET's
5. Emphasis upon successful experiences for children

It is significant to note that when they were asked to indicate what they considered to be the most basic needs of their children, their answers were directed not only to needs in the area of reading (such as

word attack skills), but they also referred to the children's need for emotional support and development of self-image. The CRT's brought to their task a degree of psychological insight unusual in teachers. They were aware that, in many instances, their children's difficulties stemmed from problems in the home, and were not learning problems per se.

Their insight is also seen in their responses to questions concerning the strengths and weaknesses of the program as currently organized. While they observed that the individualized and small group instruction was an important asset of the program, they also recognized that the psychological evaluation and the extensive diagnostic appraisal of the child were of particular importance in program success. They were concerned about selection procedures. They all stressed the need for identification of the child through a screening process early in the child's schooling; they all recognized the importance of parent involvement on a regular basis.

Moreover, the CRT's tended to be severely self-critical. When asked to indicate the degree of improvement shown by their children, on a three-point scale, the following ratings were assigned:

Improvement	School A	School B	School C	Total
Great Degree	30	11	22	63
Some Degree	25	25	10	60
Slight Degree	6	47	3	56
Total	61	83	35	179

The teachers, taken as a group, indicated that fully 31.3 per cent of the children had shown only slight improvement, and that 33.5 per cent had shown "some" improvement. They felt that they had been successful, to a great extent, with slightly more than one-third (35.2%) of the children. It is quite clear that the teachers were very realistic in their appraisal.

The teachers voiced the point of view that the pupils needed more help than they were now receiving, which averaged approximately three hours per week. They suggested that additional individual tutoring by a CET or by a high school student aide might be a valuable supplementary device.

The CET'S

Again, observation of the performance of the Cet's over the period of almost a full school year indicated that they functioned on a very high level. They fully merited the high praise they were accorded by the teachers with whom they worked. Yet, when asked for suggestions concerning improvement of the program, the one item which was mentioned most frequently by the Cet's was more training for themselves!

Other responses were indicative of their insight into the program. They felt that the program should be begun early in the child's schooling, and that screening should be more intensive. They called for more space, and better materials. Some felt that it would be wise to set up individual work booths for the more distractable pupil.

Children. It is of interest, before considering pupil progress, to examine some of the background data for children enrolled in the program. A random sample of 54 (30%) of the children's folders were examined.

Intelligence test data were available for all of these children; the Wechsler Intelligence Scale for children had been administered by

the psychologist. Thirty-six of these children obtained IQ's between 90 and 109, normally considered the average range. Two children had IQ's above 110, while 16 would be considered below average. For the most part, then, these pupils would be considered of average potential.

The vision of 15 children in the group was impaired, as measured by the Snellen Test; two children had impaired hearing, as measured by the Beltone Test. Fully 43 (79.6%) of the 54 children showed mixed lateral dominance. Twenty-nine (53.7%) gave evidence of perceptual difficulties on the Slosson Test.

It would appear, then, that these pupils came to the program with a variety of handicapping characteristics, demanding specialized approaches. Of course, the first question to be answered is, "How frequently did they come?" To answer this question, a random sample of 34 pupils was drawn from those who were present when the city-wide achievement test was administered in April 1971. Of this group, 10 (29.4%) showed less than 10 days of absence, 11 (32.4%) were absent between 10 and 19 days, while 13 (38.2%) were absent 20 or more days. The attendance of the latter group would be considered unsatisfactory. The average gain in reading scores shown by the pupils in these three groups on the test administered at that time were 1.3, 1.1, and 1.0 respectively. There would appear to be some relationship between attendance and pupil growth.

The high degree of pupil mobility, coupled with considerable absence on days when tests were administered, made it very difficult to arrive at pre-test post-test measures of growth for pupils participating in the program. Results were available for 33 pupils. For these 33 pupils, mean reading grade on entrance to the program was 1.9; mean reading grade in June 1971 was 3.4, a gain of 15 months. It should be

noted, too, that students were normally discharged from the program when they had reached grade level.

The progress shown by these pupils for whom complete test data were available may be considered good, in spite of the feelings of their teachers that one-third of the participants were showing only slight improvement.

Turning to another aspect of pupil functioning, the CRT's were asked to rate changes in the attitude of their pupils toward self and school, using a five point scale:

1. Markedly more positive attitude
2. Moderately more positive attitude
3. No change in attitude
4. Moderately more negative attitude
5. Markedly more negative attitude

The proportion of children showing a change in the direction of a more positive attitude, for each of the items of the scale, is presented in Table 1.

TABLE 1

Proportion of Children Showing Positive Changes in Attitude to Self and School

A. ATTITUDE TO SELF	Proportion
1. Seems happy and relaxed	85.7
2. Likes to try new things	85.7
3. Works independently	78.6
4. Gets along well with classmates	71.4
5. Seems to feel confident in his abilities	85.7
6. Takes good care of dress and appearance	71.4
7. Appears to take pride in his work	78.6
8. Acts friendly and outgoing	85.7
9. Reacts well to frustration	78.6
10. Shows leadership qualities	28.6
B. ATTITUDE TOWARD SCHOOL	
1. Cooperates with teachers and pupils working on class problems or projects	78.6
2. Accepts teacher assistance and criticism	92.8
3. Completes classroom and homework assignments	78.6
4. Attends school regularly without excessive absence	85.7
5. Controls inappropriate behavior	85.7
6. Shows courtesy toward teachers, other adults and classmates	78.6
7. Adjusts comfortably to limitations on his behavior	78.6
8. Pays attention to classroom activities	78.6
9. Appears to gain satisfaction from his work	92.9
10. Participates enthusiastically in class activities	78.6

In all but one of the characteristics to which attention was directed (leadership qualities), a relatively large proportion of the pupils rated were judged to have shown positive growth.

VI. PROGRAM STRENGTHS AND WEAKNESSES

Strengths

The clinical approach to corrective instruction in reading has many strengths; some are inherent in the structure of the program; others in the personnel, and in the implementation of the program.

Structure

The approach recognizes that physical impairment (auditory, visual, malnutrition) may traumatize the child. Identification of physical weaknesses is an essential part of the program. Each child's physical condition is given professional attention with a strong follow-up.

A psychological examination is given every child in the program. This includes testing for intelligence, perceptual difficulties, auditory and visual discrimination, and for laterality. This information provides the classroom teacher and the corrective reading teacher with the necessary information so that a multi-modal approach, geared to the child's individual needs, may be planned. For the child this approach reduces frustration, and is a first step in helping him get along in his environment.

The professional approach of the psychiatrist and psychologist to the child's emotional problems involves the cooperation of parents, teachers, CET'S and social workers. All are given information to help the child (and his parents) to function adequately in home and school. The remedial and preventive measures taken can affect the child's approach to education and, indeed, his whole life pattern.

Personnel

Project Director: An observable strength of the program was the work of the Project Director. A dynamic and dedicated director structured a functional team approach, selected the personnel, defined the roles of the team members, developed a professional approach to the basic needs of children and supervised the implementation of the program through every stage of its development.

Corrective Reading Teachers: The corrective reading teachers brought years of teaching experience, specialization in reading, and a depth of knowledge in techniques, methods, and materials to the program. Their evaluations of materials, of children's actions and reactions have enabled them to implement a program that is unique and appropriate for meeting children's basic needs in reading. They have been able to train the paraprofessionals to perform sensitively while helping children in reading.

Community Education Trainers: The CET'S have strengthened this reading program in many ways. Their expressed desire to be given more training 'so that they can do a better job' indicates their sincerity. They perform their varied services efficiently. Their relationship with the children may be considered an asset of the program.

The CET'S play a triple role in the program. They are parents, members of the community, and assistants in school. Consequently, when they visit the parents they are able to relieve the parent's fears and tensions usually associated with the stereotyped school figure who 'reports' to them about their child. Having children in the same school and understanding the problems of the community, she can address the parents as a parent or neighbor and establish communication. With insight into the child's problems she can secure the cooperation

needed to help the child.

Social Worker: The Social Workers' assistance to parents with familiar problems is another asset to this program. The Social Worker interprets the program planned for the child to the parents, she secures their cooperation in its implementation. She sets up appointments with the parent and the psychologist or psychiatrist, or any agency whose services may be helpful to the parent. She keeps a summarized record of the child's status, needs, and progress in his individual folder, and presents salient findings to the team at conference time. Her contribution is found in the meaningful communication she establishes between the parents and team members.

Psychologist: The professional diagnosis of all the children in the program is the responsibility of the psychologist. His analysis is the basis for the development of a program for the child, and he plays a major role in checking on the results of program implementation. Without skilled psychological diagnosis and careful follow-up, the program would have little chance of success. In the present instance, the services of the psychologist have been invaluable.

Weaknesses

Weaknesses per se were not easily discernible in this program because the Team relationship was excellent and when a problem arose the team was in a position to act upon it. Since professional sensitivity was high, and evaluation an on-going process, methods and techniques used were most appropriate. However through observations, interviews, and questionnaires several weaknesses were noted:

Identification of Pupils in Need of Service:

Often a child is referred for diagnosis and service much too late in his school career. As a result, the probability of successful application of remedial techniques before the child leaves the school is greatly reduced.

Follow-up of Children:

There is little in the way of follow-up of children once they have attained a satisfactory level of performance and have been discharged from the program.

Psychiatric Service:

At the present time, the psychiatrist routinely sees two children twice a month. It might be more helpful to the program if his services were available on an "on-call" basis.

The Role of the Social Worker:

Too much of the social worker's time is given to activities that might be delegated to an educational aide. It is poor practice to have her use her valuable time to accompany children and parents to appointments at the offices of a social agency.

Lack of Space:

If a Social Worker is called upon to interview parents in a book room, or a psychologist must interview parents and children in a noisy office, or if five adults and fifteen children are squeezed into a tiny room with various EDL materials, one cannot expect maximum performance.

VII. RECOMMENDATIONS

In view of the dynamic approach to corrective instruction in reading provided by the clinical team, the program should be continued and expanded to service all the children in a school who need special help in reading. The program should be recycled. Some suggestions are offered for consideration by the District:

Early Identification: This should be accomplished early in the child's school career. Identification should begin early in May and continue through the summer so that an efficient program can be planned for the child in September. Identification should not wait till the fifth grade; if fifth graders are retarded in reading, some type of special tutorial help should be provided for them, but the services of the clinical team should be directed to children in the lower grades.

Materials: All materials used in the program should be evaluated by participants, working in joint sessions, so that the teams can share ideas and develop a portfolio of materials proven successful for use at various grade levels and for various difficulties and handicaps.

Parent Cooperation: Efforts should be made to obtain assistance, such as a baby-sitter, when the parent is called on to come to a conference or to accompany the child to some service agency. Community resources should be tapped to obtain these services, if possible.

Working Space: Adequate working space should be provided. Optimum use of EDL materials precludes crowded quarters. Noisy locations, and airless space hampers the professional conducting interviews or therapeutic sessions.

Classroom Teachers: For the program to function efficiently the classroom teacher must be part of the team, attending conferences related to the child and evaluation sessions. If the program is to be augmented, she should learn to use EDL materials and be familiar with the materials used by the team members.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

Function No. 87-1-7454

EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"SOUTH JAMAICA IMPROVEMENT AND ACADEMIC CENTER"

Prepared By

RONALD MCVEY
Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"SOUTH JAMAICA IMPROVEMENT AND ACADEMIC CENTERS"

I. INTRODUCTION

This program was a summer project that operated from July 1 through August 15, 1970. It was a continuation of a similar program that had operated on Saturdays during the regular school year. The same program director and four of the same teachers were involved in both programs.

Children serviced by the project were drawn from grades one through three in Public Schools 30 and 48 in Queens.

Eighty children, forty in each school, spent four days a week (Monday through Thursday) from 9 A.M. until 1 P.M. in a cultural enrichment program that stressed African and black literature and culture, utilizing the media of art, crafts, reading, singing, dancing, and games.

Also employed in the program were forty high school student-aides, twenty in each school, each student assigned to work and play with two children through the daily program.

Four community paraprofessionals, two in each school, were also employed, and their duties included taking attendance, working with parents, and attending to various everyday necessities; e.g., distributing supplies, arranging snacks, and attending to the children's personal needs.

II. PROGRAM OBJECTIVES

The program objectives were stated as follows in the request for funding submitted by the District:

1. Offer cultural enrichment to the elementary school student and structure some of his free time.

2. Awaken in the high school student a sense of community service, afford him a small salary, and enable him to reinforce his own skills.

III. IMPLEMENTATION OF THE PROGRAM

The program was directed and staffed by very capable professionals. And there were, it seems, sufficient materials and equipment available to carry out this program.

In one school two very old classrooms were utilized, while in the other school, because of other morning programs, the lunchroom and the playground were the regularly assigned areas in which the program functioned. Teachers, aides, and children, however, seemed to adapt themselves very well to the limitations and confinements of these settings.

The group that used the classrooms did a good deal of arts and crafts work, singing, dancing, and reading. The group that used the lunchroom and playground assembled early each day to plan their day's activities, and then broke up into groups for outdoor play, dancing, singing, reading, or sometimes to watch films.

The program was carried out according to specifications; there was only one problem. In the preliminary planning stages this program expected more money to be available, and therefore, a larger program was designed. Twice the number of children were planned for, twice as many teachers were contacted, twice as many high school aides expected to be hired, and arrangements were made to utilize seven other schools. Only in June was the program approved, and then with much less money avail-

able. Drastic cutbacks had to be made; teachers had to be dropped; and children had to be turned away from the program (to make this easier, all fourth and fifth grade children were excluded from the program). In all, this caused much inconvenience and upset.

IV. PROGRAM EFFECTIVENESS

The indications are that the program achieved both of its objectives fully and successfully. Each morning the student-aides escorted their assigned children from their homes to the project site; they worked and played with them through the day, and after lunch they escorted them home.

At the project site the student-aides and teachers worked diligently and purposefully in teaching and entertaining the children with many diverse activities. The day was replete with drawing, painting, hand crafts, singing, dancing, reading, listening to stories, and playing outdoors.

The community workers facilitated the entire operation; they were extremely versatile and well liked by all in the program. They handled the most varied of activities daily, from the administrative and clerical duties to the more complex problems of rapport with parents.

Each school in the program prepared a culminating activity to which all contributed, especially the student-aides and the children. In one school a play with scenery, story and music prepared by the student-aides was produced with the children acting all the parts. In the other school there was a childrens' arts and crafts exhibition along with an African dance show, also performed by the children. Parents and community members attended in large numbers.

Attendance was excellent. Both the children and their student-aides seemed eager to meet each day. The enthusiasm showed clearly on the children's faces, according to the participating personnel.

There were no serious difficulties and the program functioned with only minor problems.

V. PROGRAM STRENGTHS AND WEAKNESSES

Strengths include the following:

1. Warm, happy atmosphere and relationships were established.
2. Dedication and professional concern for all children was exemplified by all teachers and paraprofessionals
3. Warm relationships and companionships between young children and adolescents were established.
4. The summer free time for children was well structured.
5. The opportunity for adolescents to earn money working with children, was considered to be of benefit both to themselves and the community.

The weaknesses are few. Once the adjustment to the cutback in the funds was made and the original program limited, the program ran smoothly.

Some problems arose which concerned the few male student-aides who did not seem mature enough to handle the responsibility of working in a summer play situation and caring for the children. To solve this problem, the project director called upon a male community board director to talk to the erring student-aides. Some were transferred to the other school in the hope that more mature behavior would result.

It appears that better screening and selection of student-aides is

called for in the future. Although the eleventh and twelth grade students were bright and had very good recommendations, a few of the young men entered the program with little concern for their position or the care of the children.

VI. RECOMMENDATIONS

Although this program suffered serious cutbacks, which had been announced in June only a month before its commencement, it was able to make major adjustments and fulfill its objectives for the participating children. This speaks highly of all the people concerned: directors, teachers, paraprofessionals, student-aides, children and parents.

It is recommended that this meaningful and successful program be recycled and, if possible, extended to more children and student-aides.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

Function No. 87-1-7456

EVALUATION OF STATE URBAN EDUCATION CEC PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"PERFORMING ARTS WORKSHOP OF SOUTH JAMAICA"

Prepared By

RONALD MCVEY
Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

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JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN EDUCATION CEC PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"PERFORMING ARTS WORKSHOP OF SOUTH JAMAICA"

I. INTRODUCTION

This program is the recycling of a similar project that had operated successfully during the regular school year 1969-70. The same director and the same professional staff were rehired.

In this program, the target population to be served were the preschool children, the school age children, and the youths out of school (dropouts and young adults) who resided in the area outlined by the community district. About five hundred children were expected to participate.

The children were expected to attend group classes and receive specialized training in all phases of art, dance, drama, and music. The program was to begin July first and end August fifteenth. The daily sessions were to run from 1 P.M. until 5 P.M. from Monday through Thursday.

There were to be cultural trips, performances held to "showcase" the child performers, a parent-faculty dinner, and all of this with the overall hope of establishing a cultural center to service this community.

II. PROGRAM OBJECTIVES

The program's objectives were stated as follows in the request for funding submitted by the District:

1. Provide the youth in the area with specialized training in all phases of art, dance, drama, and music.

2. Developing self-discipline needed to acquire technical competence in performance, channeling creative self-expression and emotional drives into constructive achievement.

III. IMPLEMENTATION OF THE PROGRAM

The program was staffed by competent, professional people, familiar with this program, and with six successful years of coordinating such a program.

Materials for the program included a school piano, and school phonographs and tape recorders. Other instruments such as electric amplifiers and guitars were rented. Arts and crafts materials were acquired in adequate amounts as was needed.

The entire program was centered in an intermediate school in the area which was suitable for the success of the project.

The program was carried out with a few significant changes:

1. A fiscal administrator was placed in charge of the program only days prior to the beginning of the project. This caused the regular project coordinator to be upset, as she felt her position was being usurped.

2. Registration took place during the week of July 7-11. It had been decided that the program was to run from Tuesday through Friday, not Monday through Thursday. No classes were held during July 14 to 17.

3. During the last week in July, a protest was held at the district office concerning a number of issues regarding the project that had not been settled by the district officials.

These problems stated above caused great confusion. And though the program had been planned for five hundred children, only two hundred and fifty registered; and as the confusion continued and the upset led to upheaval, only seventy-five children were attending regularly - of these seventy-five only about fifteen were from the early elementary school grades.

IV. PROGRAM EFFECTIVENESS

The goals were clear and the routines and methods of action familiar to the experienced professionals in charge. But from the outset, with the appointment of the fiscal administrator, a conflict took place that grew worse and worse.

All semblance of a unified, cohesive program fell apart as this conflict intensified. Attendance dropped off sharply and there were weeks when there was no program.

Professionals were not paid and animosity grew until the project personnel and parents staged a sit-in at the district office.

There was no parent-faculty dinner, there were no trips, and no "showcase" performances.

There was a party at the end for the children who remained in this broken project.

The parties involved never settled their grievances and they are now involved in litigation.

V. PROGRAM STRENGTHS AND WEAKNESSES

The only strengths that could possibly be attributed to this program would be that some parents and children were united with the project director in their concerns.

But this fact can in no way make up for the unsuccessful, frustrating summer spent by many younger children who had hoped for the opportunity to express themselves in song and dance, drama or art. Once again, the children suffered because the adults could not resolve their differences.

VI. SUMMARY

This is an example of conflict that grew from misunderstanding over job assignments, through a broken project, right up to law suits. Perhaps this entire project could have been salvaged if some impartial party had been found to help resolve the differences. Instead, the adults harassed each other until the whole program collapsed.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"GUIDANCE REINFORCEMENT"

Prepared by

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Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"GUIDANCE REINFORCEMENT"

I. INTRODUCTION

This evaluation report is concerned with the operation of State Urban Education CEC Program, "Guidance Reinforcement," in District 28Q of the City of New York during the 1970-71 school year.

Phase I of the program provided for the assignment of two guidance counselors and six Community Education Trainers (CET) to the summer schools, from July 1, 1970 to August 14, 1970. These personnel were to render guidance and counseling services, as necessary, to the summer school enrollees and to the boys and girls who have been serviced during the 1969-70 school year, and who were available during the stated period.

Phase II, the major portion of the program, provided for the assignment of six CEC counselors and 16 CET's within 9 schools of the district during the regular school year, from September, 1970 through June 1971. These personnel, supported by administrative, supervisory and clerical personnel were to render supplemental guidance and counseling services to selected elementary and junior high school students from the target area.

"Guidance Reinforcement" for 1970-71 was a recycling of the previous year's program.

II. PROGRAM OBJECTIVES

The objectives of the program, as stated in the request for funding submitted by the District, were as follows:

1. 75% of the approximately 150 foster children who need special guidance attention will increase their academic status by 10 points per subject (J.H.S.) or will achieve satisfactory ratings (Elem. Schools).

2. All of the approximately 200 children with special health problems will be referred to the appropriate corrective agency. 90% of them will get the remediation needed.

3. 60% of the approximately 100 youthful offenders will have fewer incidents with the police than during the previous year when they were not being served by our guidance team.

4. 75% of the approximately 400 truants will improve their attendance levels by 10-20 days during the school year as compared with those of the 1969-70 school year.

5. 75% of the approximately 400 children with problems of self-control will exhibit at least 50% fewer classroom incidents as compared with their 1969-70 performances.

6. 50% of the approximately 400 children with severe problems of academic achievement will improve in at least half of those academic areas on their June 1971 report cards as compared with those of June 1970.

The approximate numbers mentioned and the primary objectives were intended as cumulative estimates of the numbers that would probably be served throughout the target area of the project, in the several schools. The numbers did not represent previous identification of such students.

The proposal included a statement of the secondary objectives of the program. In essence, these included additional guidance and group and individual counseling for the children; parental contact and guidance; development of a positive image of the role of the guidance office; and personal or professional development of the paraprofessionals classified as Community Education Trainers. Each school in the target area was to determine the emphasis of the services rendered within the guidelines of the project, depending upon the needs of the school.

III. EVALUATION PROCEDURES

A number of approaches were utilized in completing this evaluation. Members of the evaluation team made periodic visits to each of the nine schools in the program to observe the ongoing activities, conferred with CEC counselors and Community Education Trainers (CET's), conferred with local school administrators and other appropriate personnel, and conferred with CEC administrators and supervisors. Appropriate records were examined; certain types of records were jointly formulated so that data pertaining to the quality of the program would be available. Students were interviewed concerning their roles in the programs.

Because arrangements for this evaluation were completed after Phase I had terminated, the evaluation of this aspect of the program was minimal; records pertaining to that phase were examined.

IV. PROGRAM IMPLEMENTATION

Staff

During Phase I, July 1 through August 14, 1970, two counselors and six community education trainers (CET's) were assigned to summer school programs operating in the target area. Although a part of this year's program, the roles and functions of the Community Education Center (CEC) personnel during the 1970 summer session were extensions of the 1969-70 school year program. Students serviced were those who had been participants in the previous year plus others who were enrolled in the summer session.

During Phase II, from September 1970 through June, 1971, personnel were assigned and found to be operating as shown in Table I.

TABLE I

Location	CEC Counselors	CET'S Full-time	CET'S Part-time	Comments
CEC District Headquarters	1			Project Coordinator
P.S. 30	½	2		2 days per week
P.S. 40	0	2		
P.S. 48	1	1		
P.S. 50	0	2		1-Main Building 1-Rochdale Annex
P.S. 80	½	1		3 days per week
P.S. 160	1	2		
I.S. 8	1	2		
I.S. 72	0	4		
I.S. 142	1	2	5	
	6	18	5	

The proposal had provided for 6 counselors in the schools and 16 CET'S. The listings in Table I showed an operational staff of 5 counselors, 18 full-time CET'S and 5 part-time CET's; no budget additions were involved as the project gave greater emphasis to the role of paraprofessionals. The 5 part-time CET'S, all in I.S. 142, included 3 college students and 2 women from the local community, added in March and April, respectively. Clerical staff were assigned as proposed.

One CEC counselor, operating in two schools, P.S. 30 and P.S. 80, worked with 3 CET'S. One CEC counselor in P.S. 48 worked with 1 CET; 2 CEC counselors in P.S. 160 and I.S. 8, supported 2 CET's in their buildings. The CEC counselor in I.S. 142 served as a "regular" grade level counselor for all grade 7 students. The 2 CET's in P.S. 40 reported to the regular school counselors, as did the 2 CET's in P.S. 50. The 2 full time and 5 part-time CET's in I.S. 142 reported to the Dean of Boys and Dean of Girls; the 3 college students were closely involved with the school's administration. The 4 CET's in I.S. 72 reported to the assistant principal of that school.

Immediate and active supervision of all CEC personnel was furnished by the project coordinator. District level supervision was provided by the Supervisor of Guidance for District 28Q; intermediate supervision was provided by the Acting Director of the district's total CEC program.

Activities

Administrators and supervisors were actively involved in the project and supported the project. The district supervisor of guidance served as a resource person as well as an administrator and liaison person. Major decisions, some of which involved compromises on non-guidance functions, had the support of administration in this innovative program. The Acting Director of the CEC program for the district shared his time and energy with this and other CEC projects.

A counselor with training and experience served as the project co-ordinator, and was heavily involved in all aspects of the total project. His role included recruitment and hiring, supervision of CEC staff working with the in-service program, demonstrating - with extensive use of video-tape equipment, counseling paraprofessionals in career planning, counseling community people referred to the center for personal and educational matters, and counseling participants in another CEC project, a training for the Trucking Industry which was integrated with a high school equivalency program. Indirectly, the coordinator's out-of-school activities in the community contributed to the problem relations program.

Activities, P.S. 30

One part-time CEC counselor and 2 full time CET's were assigned to the program in P.S. 30. The counselor worked mainly with referrals and agency contacts; the CET's handled the on-going projects with assistance and support from the non-CEC, regularly assigned school counselor. Most in-school activities were conducted in a converted storage room, the only available space in this building.

The on-going case load was approximately 40 pupils from all grade levels; each of the CET's maintained a case load of 20. Cases forwarded to the CEC unit were provided by the regular school counselor. Activities included counseling and supportive advisement for individual students, arranging for summer camp registration and placement, screening children for eye defects, conducting a clothing drive which involved children and their parents, conducting group conferences with children, organizing and conducting parental groups, establishing a parents room in the school, working with a drug abuse prevention program, taking a group of 150 children to a circus, general tutorial service, and home visits.

Activities P.S. 40

Two CET's were assigned to this school. This school did not have a CEC counselor, so the CET's reported to the two regularly assigned, non-CEC counselors. As provided for in the proposal, the CEC personnel provided supplementary guidance and counseling services.

The on-going case load of these CET's was approximately 50. The student load was primarily from the junior guidance classes and included some youngsters on tranqualizing types of medication.

Two groups of 9 girls per group received group guidance centered about good grooming. Weekly sessions stimulated sufficient interest to warrant presentation of an assembly program for the entire school population of fashion and good grooming. Tutoring in math and reading was a daily activity. Home visits were a regular part of the program. Arrangements were made for orientation to and placement in summer camps for students.

Daily students who became so upset that they could not cope with a regular classroom activity were sent to the CET's for a"cooling off" period. The CET's used realistic approaches such as student catharsis on a punching bag, talking, books, sewing, knitting, and review of the fashion pages of the New York Times.

Activities P.S. 48

In P.S. 48, one CEC counselor and one CET handled a case load of 80-90 students, supplementary the work of the regularly assigned, non-CEC counselor. Individual and group activities were organized. Approximately 60-80 students received daily tutorial assistance in cooperation with a group from nearby St. John's University. The CEC load was predominantly a group of K-2 students, but did include one group of fifth grade boys. The CEC program in the school also worked with the Westinghouse program which was designed to modify behavior through teaching and related activities.

The CEC personnel serviced three groups of children in a developmental manner, using "Our Conversation Group" as the theme. One parent group was organized with the objective of promoting better communication between home, school, and community. Five sessions involved 25 parents. In addition, 6 meetings of 25-30 parents were held; topics involved safety of children, health information, and the dangers of lead poisoning. Two school assembles concerned with study habits were held; each involved approximately 100 children. At a faculty meeting, the combined guidance personnel presented data pertaining to a study of the school and community, with recommendations for the coming year's programs.

Activities P.S. 50

Two CET's were assigned to P.S. 50; one in the main building and one in the Rochdale Annex. Both persons worked under the immediate supervision of the regularly assigned, now CEC counselors.

In the main building, the CET met with individuals and small groups. On an individual basis, students were assisted with reading problems, especially those involving phonics, and truancy problems. Two small groups of 5 boys each met with the CET in an attempt to reduce their overly aggressive behavior.

This activity involved "talking over the problem," role playing, and use of hand puppets. These groups met twice weekly.

Approximately 80 children were tested with the telebinocular in a screening program for the perceptually handicapped class in the school. The CET was utilized for this work. Approximately 150 sets of test results were tabulated for class placement purposes; again the CET was utilized. At the time of this report the CET had been involved with 3 class trips for 35 students.

The CET made home visits, covering the families of second and third grade students. Because no other solution could be found, the CET escorted one boy to the Bureau of Child Guidance Psychiatric Unit once per week.

In the Rochdale Annex, the CET was permanently assigned as a guidance assistant for a class of emotionally - socially disturbed youngsters. This involved all-day association with the class and the program. Guidance services were incorporated with the general learning process in an attempt to have the group live and learn in a modified school-type setting. For example, the staff lunched with the youngsters and the lunch situation was used to develop better personal, social, and table manners. The CET assumed responsibility for organizing this activity into a learning-living situation via the use of developmental techniques and materials; the video tape approach was utilized as a motivating device.

Home visits, though apparently not on a regular basis, were part of the role of the CET. Handling student requests and student tantrums were regular functions.

Activities P.S. 80

One CEC counselor and one CET were assigned to P.S. 80. The counselor served three days per week; the CET was a full-time person.

The counselor was primarily involved with individual counseling on a crisis basis, and a drug abuse program for parents and children. Some 300 children and 30 parents were involved.

The CET, a person with considerable training and experience in art, used various forms of art and art instruction to assist children develop identity and self-image. The children did exhibit in both the school and in the community. The CET was also involved in a school sponsored clothing drive, an art scholarship screening program, summer camp placement and referral, taking children home (on an emergency basis), and individual and group counseling of parents and children.

The CEC personnel were involved in taking 150 children to the circus as part of an enrichment program.

The ongoing case load of CEC personnel in P.S. 80 was 40 children from several grade levels, assigned by the regular school non-CEC counselor. A 30 per cent movement of new children to this school complicated the guidance picture.

Activities P.S. 160

One CEC counselor and two CET's were assigned to P.S. 160. The CEC team case load fluctuated from 40 to 60 and involved guidance reinforcement in two special classes on a daily basis, plus servicing referred students from the several grades of the school.

The special classes, though small in size (11 and 13), included socially unadjusted students who required individual and small group attention during the entire day if they were to be retained in a regular school setting. CEC personnel provided remedial tutoring and personal-social counseling services in conjunction with the special program.

Other activities, involving other children, included follow-up on attendance; participation in a clothing drive for needy children; participation in a breakfast program initiated for selected needy children; escorting children to dental and medical appointments; assisting with special events such as trips, parties and picnics; home visitation, and small group work in matters related to human relations and good grooming.

Activities I.S. 8

One CEC counselor and two CET's were assigned to I.S. 8. One of the CET's worked directly with the CEC counselor; the other served as an attendance coordinator.

Guidance and counseling functions performed by the CEC counselor and CET involved students, staff, and parents. The guidance team served a group of 10-12 at weekly meetings. Three small groups of 6 students each were organized to assist overly aggressive students; meetings were held weekly. A weekly career counseling group served 7; a bi-weekly group for truants served 6; a charm club serviced 24 students. Three parent group meetings were held for each of the grades 6-8, and several 80 parents. An orientation for faculty served 120; the human relations council, 22. CEC personnel also served as leaders for group guidance sessions held by others.

The CET serving as attendance coordinator serviced 348 students on a daily basis. Attendance data in this school involved the records associated with discharges, court cases, and the personality, family and health problems which were related to attendance.

Activities I.S. 72

Four CET's were assigned to I.S. 72. This school did not have a CEC counselor; the CET's worked under the supervision of the assistant principal. One CET served as the lateness (to school) coordinator, another as cutting and lateness to class coordinator. A third CET served as a clerical assistant to the guidance office. The fourth CET was primarily involved with the high school articulation process. All four CET's were used, as necessary, to handle crisis cases.

Lateness to school was a problem which required a full-time person's services. For example, in the month of March, 1971, this office recorded 440 "late" cases. Follow-up by the CET included 160 interviews, 440 letters, 90 phone calls, 9 conferences, and 15 home visits. In addition, that CET handled 17 crisis cases.

Lateness to class and cutting of classes was also a major factor in this school. That same month, March, 1971, this office recorded 718 students who were either late to class or cut classes. Followup involved 80 phone calls and 46 parent and staff interviews, in addition to contact with the students themselves. In addition, that CET handled 41 crisis cases.

The CET working on high school articulation processed 500 students, the entire eighth grade. The CET serving as a guidance assistant and receptionist performed many routines formerly handled by counselors, thus permitting them to have more time to confer with students and parents.

Activities I.S. 142

I.S. 142 was subjected to many unusual problems during the 1970-71 school year. A major factor was a parental and student boycott which lasted from September through mid-March, and obviously disrupted the school program. This is mentioned as a preface to the nature and extent of CEC activities in this school, and accounts for the different types of programs seen in this school.

One CEC counselor was assigned to the school and served as a regular grade counselor for 400 students. As this was in opposition to the proposal which read, "the CEC Counselor will not be involved in the normal responsibilities of a counselor such as a grade assignment . . .," the school administration arranged for a modification of the proposal on the basis that unusual conditions justified the assignment. As a grade counselor, this CEC person performed all of the guidance and counseling activities ordinarily associated with the position.

Two CET's were assigned to I.S. 142. One worked directly with the Dean of Boys, the other with the Dean of Girls. The former was involved with a case load of 800 boys. Activities included being on call to go to classes to restrain disruptive boys, then working with those youngsters, contacting parents both at school and at their homes, and operating an informal drug abuse counseling program for children and their parents.

The CET assigned to the Dean of Girls was involved with clerical work related to the office, especially suspense hearing data, and working with the youngsters and their parents. Most of the referrals were from the Dean after violation of disciplinary regulations, but some students voluntarily came from advisement and assistance. Most of these students were in the CET's caseload during the previous year.

In March of 1971, after cessation of the boycott, several different approaches to promoting a better school climate were inaugurated. One involved the use of four college students from the Community who worked with the students, especially those involved or interested in the school government, on a peer relationship basis. Four such college students were selected and hired; only three completed the employment process and were added to the CEC staff as CET's. Each was assigned to work 10 hours per week, from March through June. Activities involved the formation of groups which would work, with the school administration and staff, toward a better educational climate and program. This was in progress at the time of this evaluation. These college students also planned and conducted a talent show which involved approximately 100 students.

In April of 1971, two Community women who had been serving as volunteer aides were added to the CEC staff as temporary CET's. They were hired for 30 hours per week for a four-week period. Their activities were twofold: to set up parent workshops for better home school relations and to work with a group of girls during the lunch periods. These girls had been identified as ones who did not go to the cafeteria and were potential troublemakers during the lunch periods. These CET's did provide a calm and relaxed atmosphere in which the girls could play games, sew, read, groom, or just talk.

Materials and Equipment

Appropriate basic materials were available and used by CEC personnel. Because this was a recycled project, basic materials were available and recently ordered materials have been arriving as anticipated. The portable TV taping and reproduction units, the only special equipment for the project, were in frequent use in the several schools. The project coordinator provided instruction and assistance in the use of this newer medium.

Facilities

Each school has provided adequate though not luxurious space and facilities for the operation of the ongoing program. In I.S. 142 the counselor's quarters were minimal; the college student CET's were forced to shift rooms frequently, due to lack of space in an overcrowded building. In P.S. 30, CEC personnel were assigned to a minimally remodeled strange room because no other space was available.

V. PROGRAM EFFECTIVENESS

CEC personnel, counselors and CET's, were rated on the basis of their training, experience, and activities in this Guidance Reinforcement Project. The overall rating was "good;" the project coordinator and one counselor were rated excellent and one counselor was rated only average. CET's were generally rated as "good;" five were rated as excellent and two were considered to be in need of additional, intensive inservice training. The kind and degree of qualifications of the college students for their general activities was adequate; should their work continue, roles and training for the roles will need to be defined in greater detail.

Feedback from classroom teachers was positive. Apparently the CEC program during the 1970-71 school year was received more favorably than during the previous year, the initial year of operation. Professional personnel have been learning to work with these educational assistants with different backgrounds and lesser formal education. Some specific data related to programs in certain schools will be presented later in this section.

In general, the program activities found to be in operation were in accordance with the interest and the specific objectives for the program, and were considered to be effective. Certain activities, such as keeping of records of attendance, lateness to school and cutting of classes, and the administration of telebinocular tests to an entire grade level group, were in the opinion of the evaluators, non-guidance functions. Yet, data will show that these activities were effective, though administrative in nature.

The program proposal had specified six quality indicators to be used in the evaluation of the effectiveness of the program. Data pertaining to these elements were reported monthly from each of the CEC centers, processed by the project coordinator, and summarized. As was noted in the preliminary report of April, 1971, a child was identified only once, as an unadjusted foster child, a health problem case, a youthful offender, a truant, an aggressive behavior case, or an academic failure. In reality, any given child could be classified as belonging to many of those groups but for record purposes was classified according to the "presenting problem."

Table 2 shows the combined data for evaluation of the six program objectives and a miscellaneous category, from the 10 CEC centers of the project.

The proposal had anticipated servicing 150 unadjusted foster children and that 75 per cent of them would increase their academic status by 10 points per subject (junior high school) or achieve satisfactory ratings (elementary school). Eight of the ten schools serviced a total of 39 such children; 67 per cent did increase their academic standings as proposed.

TABLE 2

CUMULATIVE STATISTICAL REPORT, GUIDANCE REINFORCEMENT PROJECT

School	Foster Children		Health Problems		Youthful Offenders		Truants		Agressive Behavior		Academic Failure		Other	
	T	I	T	I	T	I	T	I	T	I	T	I	T	I
*30	0	0	2	2	0	0	3	1	21	6	19	7		
**40	3	3	14	9	19	12	12	5	32	10	3	0		
48	7	5	9	4	0	0	0	0	30	13	36	28	15	10
**50	8	6	3	3	4	2	4	2	9	5	5	3		
**50A	1	1	8	7	2	2	8	6	4	2	4	2		
*80	1	1	2	2	1	0	12	3	18	8	12	4		
160	7	4	7	7	8	4	9	4	35	17	17	9	15	8
8	9	5	4	3	5	3	9	4	21	12	10	6		
**72	S E E S E P A R A T E D A T A													
142	3	1	1	1	2	1	3	1	16	8	20	15		
Totals	39	26	50	38	41	24	60	26	186	81	126	74	30	18
Per Cent Improved		67		76		59		43		43		59		60

* Half time Counselors at P.S. 30 and P.S. 80
** No CEC guidance counselor was present at these sites

T = Total in this Category
I = Total improved in Category

Approximately 200 children with special health problems were to be referred for assistance. From 10 schools, 50 were serviced; all were referred; 67 per cent were improved. Approximately 100 youthful offenders were to be serviced; it was anticipated that through CEC assistance 60 per cent would have fewer incidents with the police this year than last year. CEC personnel in 8 of 10 schools serviced 41; 59 per cent improved by decreasing their incidents with the police.

Truants to be served, according to the proposal, would number 400, and 75 per cent would improve as a result of CEC assistance. The data for I.S. 72, where two CET's were assigned to attendance, lateness and cutting, not truancy per se, were not included in this table. From 8 of the 9 remaining schools, 60 truants were serviced; 43 per cent improved their attendance by 10 days as compared to the previous year. In I.S. 72, the assistant principal's report showed a 15 to 20 per cent reduction in lateness to school, with a reduced percentage of lateness for pupils who average 1-3 times late per year. CEC workers were responsible for a 50 per cent reduction in lateness to class periods, for periods 1-3, and a 15 per cent reduction during the afternoon periods. Cutting of classes was reduced by 30 per cent during periods 1-3 and 10 per cent for other periods. The number of students who cut from 1-5 times was reduced.

The proposal anticipated assisting 400 children with problems of self-control and aggressive behavior, and that 75 per cent would exhibit at least 50 per cent fewer classroom incidents than last year. A total of 186 students from 9 schools were serviced; 81 or 43 per cent were improved as a result of CEC intervention and support assistance.

Approximately 400 severe academic problem cases were anticipated, and 50 per cent were to be reported as improved. Nine schools reported servicing a test of 121 such cases; 74 or 59 per cent were reported as improved.

The "other" column in Table 2 refers to 15 students from a special, individualized Westinghouse program in P.S. 48, 10 of whom or 67 per cent were improved, and 15 students in P.S. 160 who were in a group guidance series of sessions, 8 or 53 per cent of whom were reported as improved.

Numerically the project did not service as many children in these areas as had been anticipated. Of those children serviced, the percentages of "improved" cases were just under but comparable to the proposal data.

In addition to the above data related to the primary objectives, other activities contributed to the effectiveness of the program.

In P.S. 30 the weekly parent workshop, operated by the two CET's, and servicing an average of 30-35 community parents, was effective in bringing the school and the community closer together. The non-CEC counselor of that school has commended the CET's for improving parent relations, for cooperation with the teachers, for arranging contacts with the community agencies and clinics and escorting students to those agencies, for a regular schedule of home visitations, and for arranging for professional level assistance to staff and parents through the workshops. For example, at one workshop after a college reading instructor discussed ways for parents to make reading an enjoyable activity, the parents requested more such meetings. Members of the evaluation team considered this type of activity to be highly effective.

In P.S. 40, where the load was primarily from the junior guidance classes, the CET's were able to calm upset children and have them return to their classes. Not only were the upset children assisted, but the teachers were in a position to offer the regular instructional program to the other children in the group without disruption. This particular activity was considered to contribute to the effectiveness of the program.

In P.S. 48, the tutorial service program operated by the CEC personnel was considered to be good and enhanced that program. In the main building at P.S. 50, the CET was utilized as an active member of the pupil personnel services staff. This was considered to be a milestone in the establishment of relations between professional and paraprofessional workers. A similar, positive solution prevailed in the P.S. 50 annex where the CET worked with disturbed children.

The CET's use of art as a medium for establishing rapport with children and attempting to raise their levels of aspiration was a highlight of the program in P.S. 80, and was considered to be excellent. Programs in good grooming, human relations and improvement of self-image, plus the daily work with two special classes in P.S. 160 were rated as effective. The good balance between small group activity and large group activity was considered effective in I.S. 8, as was the charm course offered by a CET. The course was based on a set of materials prepared by the CET from the textbook Becoming Myself. As previously mentioned, the child accounting assistance rendered by CET's in I.S. 72 was effective even though the evaluators considered the role to be administration-oriented rather than guidance-oriented. And, in terms of effectiveness, one CET in I.S. 72 processed all of the 500 applications for high school placements. In I.S. 142 CEC personnel rendered their various services under the most difficult circumstances with difficult children.

The innovative stress on human relations through peers was considered to be a positive factor in I.S. 142.

The administrative support rendered by the district supervisor of guidance was a positive element. The immediate supervision and assistance rendered by the project coordinator was highly rated. The planned in-service program under his jurisdiction, utilizing nearby college specialists in child development and instruction, and serving the needs of parents, children, and staff members was positive and effective. The secondary objective of improving the image of the guidance office was attained, as was that of assisting paraprofessionals to become professionals. To date, eight of the CET's have been enrolled in college level programs, mostly in the ACE program at Queens College. As an individual, the project coordinator was accepted and respected by the Community as he helped the Community; as evidenced by his appointment by the Youth Council of the Jamaica NAACP as Youth Adviser.

Major Strengths

The strengths of the program included the following:

1. Appropriate district level leadership and support; active, energetic and professional level immediate administration and supervision.

2. Activity - laden programs in each of the 10 CEC units within the scope of the project.

3. Realization of the needs for some elements of structure in a program which stressed newer, action type approaches to assisting youth develop toward desirable goals.

4. Recruitment and employment of a generally strong staff of counselors and CET's.

5. Sophisticated concepts of guidance and guidance reinforcement factors which have resulted in an unobtrusive approach acceptable to

most students, parents and staff members. (However, some of the non-guidance functions also constitute limitations to the program.)

6. Good working relations between professional and paraprofessional personnel; between CEC and non - CEC personnel.

7. Involvement of the Community which would not have been possible to the degree accomplished, by the "regular" school personnel.

8. Willingness of the CEC personnel, especially the CET's, to "reach out" to students and parents.

9. Continuous inservice education for all CEC personnel.

10. Accomplishment of some of the primary objectives of the program by "per cent improved" if not by "number involved."

11. Accomplishment of all of the secondary objectives of the program.

12. Development of a basic structure which involves regular school personnel and supplemental personnel working toward common goals.

Major Limitations

The major limitations, as noted by the evaluators, included the following:

1. The transitional stage of development of the concept(s) of guidance reinforcement. For example, the inclusion of child accounting elements (absence, lateness, cutting) which the evaluators considered to be non-guidance functions, and the handling of crisis cases and developmental group guidance programs by paraprofessionals rather than by professionals.

2. The unusual title of Community Education Trainer (CET) for paraprofessionals when the bulk of their activities centered about enrolled students in school settings.

3. The enthusiasm and the zeal associated with the formation of objectives and the operation of the program were not always matched with corresponding efforts to seek those kinds of data which tend to verify a reject hypotheses. The anticipated numbers to be served in specific manners were overestimated.

4. The assignment of educational assistants who should not be expected to perform certain functions without training and experience to situations wherein direct supervision was on a partial basis or on a non-CEC basis.

5. The absence of an operational plan to disengage those personnel who do not, after a trial period, meet technical and personal-social qualities considered to be basic to guidance workers.

6. The program, by intent, was to provide supplementary guidance type services. In some instances CEC personnel were found to be operating in place of "regular" personnel.

VI. RECOMMENDATIONS

Project "Guidance Reinforcement" has achieved some of its objectives and progress was noted toward accomplishment of others. In general, the program has assisted children and their parents, the Community, and the schools, and should be continued. If the program were to be renewed, certain recommendations are suggested:

1. Guidance reinforcement should be defined and described more explicitly. As the concepts of guidance and guidance reinforcement overlap and interrelate with concepts of school administration and management, more specific guidelines should be developed for program activities and role and function of CEC personnel. Any redefinition process should include all those persons and offices involved, and schools with special needs should strive to see that the needs are met, but within whatever structure the CEC assumes.

2. Proposal writers should be more realistic in their approximations of numbers to be served. A survey of needs prior to development of a proposed program would be realistic and helpful.

3. The inservice program has been helpful and effective, but might be refined. Perhaps certain meetings and conferences should be held for the total staff, but specialized units could be developed for experienced and relatively inexperienced counselors, while still others would be only applicable to the educational assistants. As the latter are assigned to certain activities, there may be the need for individual or small group orientation and inservice training. For example, if college students are to be engaged in group guidance or group counseling, as different from sheer group talking, specialized in-service training may be required; if non-college trained educational assistants are to be expected to cope with seriously disturbed children, crash-type programs in rehabilitation may be required. Inasmuch as the backgrounds of educational assistants are so diverse, the inservice programs would be diverse.

4. If CEC personnel are to "mix" with non-CEC personnel, administrative and supervisory policies and practices should be revised so as to provide for defined line and staff functions. Educational assistants should always operate in a guidance-type manner in association with a more fully trained guidance person.

5. Planned behavioral modification programs might be introduced on an experimental basis for selected groups of students and subjected to rigid tests for effectiveness. In addition to serving as pilot projects they might be of value for advanced and upgrading of skills for CEC personnel.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

Function No. 87-1-~~7456~~ 7458

EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"COMMUNICATION SKILLS AND DISSEMINATION OF COMMUNITY INFORMATION"

Prepared By

RONALD MCVEY
Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"COMMUNICATION SKILLS AND DISSEMINATION OF COMMUNITY INFORMATION"

I. INTRODUCTION

This program was a recycling of a similar project that operated during 1969-70. The same director and the same professionals were employed again this year. In this program, twenty-five student-aides between the ages of fourteen and seventeen were to attend classes two evenings per week and all day Saturday in order to learn the fundamentals of journalism: reporting, editing, photography, and lay-out. Field trips and workshops were also to be an integral part of the project. The culminating experience was to be the publication and distribution of a newsletter by the student-aides in the group.

II. PROGRAM OBJECTIVES

The program objectives are stated in the request for funding submitted by the District as follows:

1. Provide the target area community with news and information which has specific relationship to the residents, and to provide twenty-five youngsters with the necessary instruction and on the job experience necessary to develop written communication skills.
2. Plan to motivate students toward careers in journalism by going on trips to various newspapers and radio stations.
3. Develop attitudes and aptitudes in the area of skilled writing.

4. Enable students to serve as information and resource people for the community.

5. Provide the range of specific news and information items which seem to bypass a community in need of selected information on health, education, welfare, and social opportunities.

III. IMPLEMENTATION OF THE PROGRAM

The program was staffed by very competent professional people. A new, attractive office had been acquired for the project, and it had been set up and furnished to facilitate newspaper work. All the materials and equipment necessary for the success of the project were available, including, among other things, five new professional model typewriters.

Five student reporters, who had worked in last year's program and had recently returned from a high school press institute held during the summer at Syracuse University, were ready and eager to utilize their newly-learned newspaper skills. They elected an editor, assistant editors, and made staff assignments. The program was conducted under the direction of the students with the director and other professionals functioning as resource people.

The reporters from the newspaper, titled HOPE, spent a day at CBS television studios, learning about television and radio techniques.

Radio station WNEW in New York City was planning to provide materials and instructors to work with the young reporters at the project office in Queens.

The Long Island Daily Press and the New York Daily News were also in the process of planning some way in which they might contribute to

the program.

The University of Michigan, School of Journalism, showed interest in the project and a plan was in progress to enable the staff of HOPE to attend the journalism institute held at the University of Michigan in the summer of 1971.

A graphic arts course was planned to begin in November with new drafting boards installed at the site, and a beginners' journalism program was planned to commence in January of 1971. The selected students were to follow a course of eight weeks' duration that would teach them the basic newspaper skills. Those who successfully completed the course were to be given press cards and added to the staff of the newspaper HOPE.

IV. CHANGES IN THE PROGRAM

The program was carried out according to specification except for the fact that at times, the program director, assistants, and student-aides found themselves working on Sundays in order to follow a newsworthy event that was taking place on that day. Since the program did not allow for Sunday work, this activity caused concern in the district office in relation to the payroll, and the project director was distressed by the resulting limitation on Sunday work.

Another problem in the program concerned the limited number of adolescents involved. Instead of twenty-five student-aides projected to be included in the program, only seventeen participated. The director explained that these were the only students who possessed both the minimum language skills required for newspaper work and the interest necessary to attend the classes regularly.

Other students had to be dropped because of inappropriate language skills and poor attendance.

V. PROGRAM EFFECTIVENESS

In view of the changes in the program, namely, the smaller group of student-aides involved and the preliminary requirements necessary for inclusion in the program, it is clear that this was a very special program needing a select group of self-motivated, disciplined, and ambitious adolescents. Once these adolescents were found, after a previous year of training and selection, the program was able to fulfill its other objectives, i.e., career motivation, skilled writing, and collecting information for publication.

Attendance was good, but not excellent. In the beginning, many students were absent a great deal, causing the director of the project to decide to eliminate them from the project, on the basis that they were not dedicated enough to participate in the publishing of a newspaper.

The program as it functioned was especially effective with almost all of the seventeen adolescents, but it was particularly meaningful for the five students who had attended the high school press institute held the previous summer at Syracuse University.

However, difficulties developed between the project director and the director at the district office, who was in charge of the functioning of all CEC programs. The issues involved related to Sunday work assignments for paraprofessionals, tardy presentation of payroll sheets, and other matters. These difficulties were not resolved, and, consequently, the project director left the program at the end of October,

after two months of operation, and the CEC community board was left with no alternative but to discontinue the project.

VI. PROGRAM STRENGTHS AND WEAKNESSES

Strengths of the program as planned include the following:

1. Eager and interested adolescents who were learning a professional skill.
2. A professional atmosphere accompanied with professional assignments.
3. Adolescents relating to and working with professional adults.
4. Visits to other metropolitan news media centers.

The major weaknesses were these:

1. There never was a community newspaper distributed to the community (although the project director says it was completed).
2. The inability of the adults in charge to resolve their differences and correct procedural errors.
3. The termination of the project after only two months in operation.

VII. SUMMARY

Although the program had the highest ideals, optimum potential, employed professionals, arranged excellent mass media tours, and utilized the best available equipment, it had one serious flaw; it never came to fruition. It ended almost as soon as it began.

The office remained empty, the materials unused and the enthusiasm and interest of the terribly disappointed student-aides frustrated.

The responsibility for this unfortunately aborted program must be shared by both the project director and the CEC Community director who were never able to resolve their differences and abandoned the project.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
HARRY N. RIVLIN, DEAN

Function No. 87-1-7457

EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"COMMUNITY PROJECT IN BLACK HISTORY"

Prepared By

RONALD MCVEY
Evaluation Director

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 Legislative Session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended).

INSTITUTE FOR RESEARCH AND EVALUATION

JOSEPH JUSTMAN, DIRECTOR

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EVALUATION OF STATE URBAN EDUCATION (CEC) PROGRAMS

DISTRICT 28, NEW YORK CITY BOARD OF EDUCATION

"COMMUNITY PROJECT IN BLACK HISTORY"

I. INTRODUCTION

The "Community Project in Black History," which operated from July 1 through August 15, 1970, was a continuation of a similar program that had taken place during the regular school year. The program utilized the services of the same director, and many of the same teachers and paraprofessionals who had previously participated.

About one hundred and fifty children from the fifth through the eighth grades were serviced by the program.

The program ran daily, Monday through Friday, from 9 A.M. until 1 P.M., in one school, and utilized eight classrooms, the library, the auditorium, and the administrator's office.

Daily, the children met in various groups which were organized and set up to give them training in the basic skills of reading and writing, to foster their individual artistic interests, and to establish discussion groups.

All of these groups focused on black studies and culture, and related this through the medium of art, black history, creative writing, dance, dramatics, group dynamics, or vocal music.

One group was also engaged in the planning and promotion of a cultural activity titled Expo-Ebony, which was an August exhibition put on by the numerous neighborhood business and commercial establishments which employed people from the local community, for were interested in presen-

ting an explanation of their jobs and the necessary requirements for application.

In addition, each individual group was involved in the presentation of a culminating activity that represented their efforts throughout the summer. This show was prepared for the entire community and presented late in July.

II. PROGRAM OBJECTIVES

The program objectives are stated as follows in the request for funding submitted by the District:

1. Develop an involved urban facility for children managed by students, faculty, and community in such a way as to facilitate total growth and development of children in grades five through eight.
2. Provide pupils with basic skills in reading, writing, arithmetic, and communication, including coherent speech.
3. Humanize the children of the community school so that they will deal personally and socially with questions of identity, race relations, intergroup relations, and the larger human issues.
4. To give pupils the opportunity to develop serious personal interests.
5. Foster the conviction in student and parent that they can make a difference in their own communities and in the social structure.
6. Demonstrate that an educational institution, for which students, faculty, and community are given a responsibility, can create an environment which has as its purpose the learning of all its members.

III. PROGRAM IMPLEMENTATION

The program was staffed with highly select, professional people, skilled in the particular areas of art, black history, creative writing, dance, dramatics, group dynamics, and vocal music. The community educator trainers (CET) were paraprofessionals who worked with the specially skilled teachers. They too, had had specific training in the cultural area. The students who were selected for each group were chosen on the basis of their own aspiration to be included in that particular group.

Each group met daily, in their own room, and followed a very precise schedule or daily plan. In the black history group there was a specifically pre-planned curriculum and tests were given.

Trips were an integral part of the program, and groups traveled throughout the community to parks, museums, and book stores. The director of the program was instrumental in persuading the Mayor's Task Force to supply buses for participants in the entire program to go on a trip to Bear Mountain.

The program was carried out to specification, with one exception. Since no instruments were available, the musical instrument group was cancelled. It was, however, replaced with a second creative writing group that also studied dance.

IV. PROGRAM EFFECTIVENESS

There is no question that the program developed a sense of community. The students, the teachers, and the community all worked toward the success of this program.

Basic skills were taught and learned, artistic opportunities were

available and the students took advantage of them, and personal identity and group relationship problems were discussed. And in every way possible, the individual and the community were working together to create a meaningful, wholesome environment.

People gave freely and generously of their time, a large exhibition was held which was attended by more than one thousand people and a publication of a magazine called Black Ink was published.

Attendance was always very good, and close relationships were developed between all those involved in the project. And because of these relationships, there were no serious or insurmountable problems encountered throughout the summer.

V. PROGRAM STRENGTHS AND WEAKNESSES

Strengths include the following:

1. An exciting, enthusiastic environment with warm, happy relationships, was established.
2. A well coordinated and highly efficient program was imaginatively and successfully organized and implemented by the director.
3. The dedication of teachers and aides, who took a deep interest in the program and the students, and gave many free hours to provide extra time for the program, made the program a success.

The weaknesses were not noticeable. The success of the program was especially apparent through the Expo-Ebony exhibition, the publication of the magazine Black Ink, and the culminating activity presented by each of the groups involved in the program.

VI. RECOMMENDATIONS

This program, which proved to be highly successful, well merits recycling.